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“Gender-sensitive Approaches in Vocational Education”

Modular Training Program
for Specialists in the Textile Industry
of the Republic of Uzbekistan



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This manual is intended for managers and educators, teachers and students of professional educational institutions and persons interested in mastering this topic.

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MODULAR TRAINING PROGRAM “GENDER-SENSITIVE APPROACHES IN VOCATIONAL EDUCATION”

The training program was developed within the framework of the project of DVV Branch in Uzbekistan “Expanding educational offers and improving their quality in vocational education institutions and advanced training systems in the textile sector,” which is implemented by the DVV Branch office in Uzbekistan and the local partners. This project is a part of a large project of the German Society for International Cooperation (GIZ) “Supporting the process of reforming and modernization in the vocational education system of Uzbekistan” funded by the German Federal Ministry for Economic Cooperation and Development (BMZ).

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This modular curriculum “Gender-sensitive approaches in vocational education” consists of **three** parts: 1. Description of the modules of the curriculum, which indicates a basic framework description of the competencies of teachers/trainers planning to work to promote gender equality; 2. “Participant’s workbook” which contains practical work materials for working during the training; 3. Appendix with additional information material for each module with recommended literature, the tasks for independent work and assessment of knowledge, teaching methods.

The training manual is intended for teachers/trainers on gender equality, managers and teachers of professional educational institutions, masters and students, professional development institutions and those interested in mastering this topic.

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PART 1. INFORMATION OF THE TRAINING PROGRAM

*Gender equality is more than an end in itself.
This is a precondition for achieving
poverty reduction, promoting sustainable
development and building good
governance.*

Kofi Annan – Ghanaian diplomat

Introduction

Relevance of the training program

Gender education is one of the indicators of quality and development trends in the field of vocational education. The introduction of gender approaches into vocational education can contribute to the implementation of more successful gender policies.

The introduction of gender approaches into the education system is one of Uzbekistan's obligations under the 1979 UN Convention on the Elimination of All Forms of Discrimination against Women.¹ The UN Committee on the Elimination of Discrimination against Women, in its general recommendations and final comments, recommends that member states take actions to increase public awareness in the issues of women's rights and gender equality.

The importance of training and education in promoting gender equality is emphasized in the global agendas – **“Education 2030” and the Sustainable Development Goals.**² Based on the global Sustainable Development Goals, the Republic of Uzbekistan has approved the national goals and objectives in the field of sustainable development for the period until 2030 which include the Goal 5 “Ensuring gender equality and expansion of the rights and opportunities of all women and girls”³.

Improvement of the training system on gender issues is also provided in the **National Strategy for Human Rights**⁴, the **National Strategy for Human Rights Education**⁵ and the **National Strategy for Ensuring Gender Equality in 2020-2030.**⁶

The Concept for the Development of Higher Education of the Republic of Uzbekistan until 2030 states as one of the goals, *“further strengthening the guarantees of women's rights to receive higher education, ensuring the priority of the principles of gender equality in obtaining education, conducting extensive regular propaganda work in mahallas, secondary schools, academic lyceums and professional colleges aimed at broadly attracting women to higher education”.*⁷ Realization of this objective depends on the introduction of gender-sensitive approaches into the education system.

Thus, the training on gender issues should take a special place in the education system as a whole, while paying special attention to the introduction of gender approaches in vocational training.

Goals, objectives and principles of the training program

The proposed curriculum “Gender-sensitive Approaches in Vocational Education” with a set of training materials, including training for specialists in the textile industry of the Republic of Uzbekistan, has a modular structure, is built on a competence-based approach, is listener-oriented and contains a description of modern methods and tools for organizing trainings on the topic, the specific

¹ Uzbekistan ratified the 1979 UN Convention on the Elimination of All Forms of Discrimination against Women in 1995.

² UNESCO. 2018a. Preventing violent extremism through education: Sub-regional capacity building workshop.

³ The Resolution of the Cabinet of Ministers dated 20 October 2018 No. 841 “On measures to implement national goals and objectives in the field of sustainable development for the period until 2030” // National database of legislation, 23.10.2018, No. 09/18/841/2081.

⁴ Text of the document is available at <https://lex.uz/ru/docs/4872357>

⁵ Text of the document is available at <https://lex.uz/ru/docs/6378543>

⁶ Text of the document is available at <https://lex.uz/ru/docs/5466725>

⁷ Text of the document is available at <https://lex.uz/ru/docs/4545887>

recommendations for conducting the trainings and analyzing the results, a large number of practical exercises.

The program is intended for teachers/trainers, motivated managers working in the vocational education system.

The program is built on the andragogical principles and approaches of the Global Program for Adult Learning and Education Curriculum globALE⁸, Gender in adult learning and education – Toolkit⁹, other programs and tools developed by the Institute for International Cooperation of the German Adult Education Association.

Since the contextual conditions and specific needs of target groups may differ depending on the region, institution or field of activity, the modules containing recommendations on the semantic content of trainings are advisory in nature. They can be modified to varying degrees according to specific application conditions. Thus, *the training program represents a model that can be taken as a basis for the development of individual trainings, taking into account the specifics of the target audience.*

In addition, this curriculum provides field-tested teaching materials and teaching methods on gender equality in vocational education to help to create gender-sensitive and inclusive environments in educational institutions.

The goal of the training program – building the capacity of teachers/trainers through raising the awareness and developing their gender competence to create a gender-sensitive and inclusive environment in vocational education institutions.

Objectives of the training program:

- To give knowledge on the basic concepts related to ensuring gender approaches in the vocational education system, the benefits of gender equality to overcome gender stereotypes, which will create a gender-sensitive and inclusive learning environment.
- To provide understanding of the fundamentals of gender approach and its importance in all areas of work.
- To outline the basis for the inclusion of gender approaches in the educational process.
- To develop the competencies in teaching technologies necessary for a teacher/trainer, taking into account gender approaches for use in practice.
- Encourage teachers/trainers to exchange ideas and establish links with colleagues to promote gender approaches in vocational education and training on gender issues.
- Provide necessary resources for further training on the issues of addressing the gender problems.
- Developing critical thinking, empathy and the ability to promote gender-sensitive approaches in vocational education.

Principles of the training program:

This program follows a number of established principles in terms of context orientation:

Based on actual data. The chosen format is based on national and international standards in the field of protecting human rights and promoting gender equality, the latest objective researches, consultations with national and foreign experts.

Maximizing the benefit without causing harm. The program was designed to ensure that it does not lead to human rights violations or exacerbate controversies between stakeholders, communities and institutions.

Adaptation to the local conditions. All activities in developing the curriculum are based on knowledge of local conditions, mentality and other characteristics.

⁸ Curriculum globALE (CG) — the intercultural, results-oriented core curriculum for training of andragogists worldwide. Developed as part of a joint project of the German Institute of Adult Education – the Leibniz Center for Lifelong Education (DIE) and the Institute for International Cooperation of the German Association of People's Universities (DVV International). <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-globale/applying-curriculum-globale> International).

⁹ <https://www.dvv-international.de/en/our-work/stories/detail/gender-in-adult-learning-and-education-toolkit-for-the-mena-region>

Approach of the whole society. ToT events can involve a wide range of participants, from representatives of government agencies to the civil society and the leaders in local communities.

Focus on competence. The curriculum offers the comprehensive approach to the development of coach and expert competencies in the field of promoting a gender-sensitive approach in vocational education, including cognitive and emotional aspects, as well as an understanding of the context with a focus on “results” and the possibility of improving acquired skills.

Focus on action. The program offers practical application of acquired knowledge, using the national and international standards, scientific data and analysis. Participants will receive theoretical knowledge and practical skills, apply them in practice, with feedback. They are expected to learn how to design and implement gender equality training for adults, enhancing their practical experience.

Focus on participants. The program allows for flexibility in implementation, which can be used to adapt content and methods to the context and needs of participants. This applies to all modules of the program, which can be freely processed in accordance with the local peculiarities and needs of the target group, taking into account their experience and existing knowledge.

Prerequisites for development of the training program

This training program has been developed based on and taking into account the following sources:

- international standards in the field of gender equality, including international treaties on human rights, gender equality, women’s rights and sustainable development, from which Uzbekistan’s obligation to introduce gender approaches in the field of education follows;
- national legislation of the Republic of Uzbekistan in the field of gender equality;
- reports of international organizations and recommendations of international human rights bodies on improving gender policies and gender training;
- existing programs and tools for training trainers, developed within the framework of the project activities of the Institute for International Cooperation of the German Adult Education Association (DVV International);
- educational and methodological literature on gender issues, including those prepared by international organizations;
- scientific researches, monographs and scientific articles on gender topics in general, including materials on the methodology for introducing gender-sensitive approaches in the education system;
- mass media materials on gender subject.¹⁰

Learning outcomes or competencies that participants must master

Knowledge in gender equality:

- knowledge and understanding of basic concepts related to gender equality (gender, gender equality, discrimination, gender quotas, gender stereotypes, gender-based violence, etc.)
- knowledge of international standards in the field of gender equality and mechanisms for their implementation, the content of key international documents on gender equality;
- knowledge of national legislation in the field of ensuring gender equality and mechanisms for its implementation, key provisions of gender legislation;
- knowledge of ways to protect against gender discrimination and gender-based violence;
- knowledge of gender stereotypes and other problems in the field of gender policy;
- knowledge about the importance of gender education;
- knowledge about the positive impact of gender approaches in the education system.

Knowledge in methodology:

- knowledge about modern teaching methods and technologies for the introduction of gender approaches in vocational education;
- knowledge of strategies for creating gender-sensitive learning environments;
- knowledge on the development of gender-sensitive training programs and educational materials, gender-oriented educational standards.

¹⁰ The list of sources is attached to the training program.

Skills to be developed:

- Teaching skills on gender equality issues, including skills in preparing and presenting educational materials, organizing the learning process, consolidating information received through practical exercises and assignments, assessing acquired knowledge, etc.
- Skills of expert assessment, speaking in front of an audience;
- Skills in gender analysis of educational materials and curricula;
- Skills in developing gender-sensitive curricula;
- Skills in conducting training sessions and other outreach activities taking into account gender aspects of educational activities.

As a result of the training, the trainees:

- must master the basic concepts of gender;
- clearly understand the range of problems in the field of gender equality;
- learn to express their point of view clearly and freely;
- master the skills of gender approach and analysis of public life;
- be able to introduce gender approaches into the learning process and into their institutions;
- be able to develop gender-sensitive educational materials and educational and methodological complexes for the introduction of gender-sensitive approaches into the vocational education system;
- be able to conduct training sessions in accordance with the principles of group dynamics, learning psychology, etc.;
- must be proficient in professional terminology that can be used when analyzing cases, documentary videos/photos related to gender.

Structure of the training program

The curriculum includes 3 training modules:

- I. Basic concepts related to gender equality.
- II. International and national standards in the field of gender equality and protection from violence.
- III. Gender equality in education and employment.

Each module contains thematic blocks and educational format. Each training module/block includes several topics, so the description of each module, in addition to learning outcomes and competencies, also contains the following components:

- *topics and questions to be studied that will help achieve the identified learning outcomes;*
- *recommendations for methodological implementation;*
- *recommendations regarding the timeframe of modules.*

The proposed modules can also be considered as separate blocks. However, there are many thematic connections as well as connecting factors that must be highlighted and taken into account when implementing the curriculum.

The topics are presented in a logical sequence and cover both basic topics and new trends and issues related to the specifics of the textile industry.

The first part of the curriculum provides a brief description of the modules and competencies, teachers/trainers planning to work to promote gender equality; the second part offers information material for each module with recommended literature, tasks for independent work and assessment of knowledge, teaching methods and recommended amount of time.

The curriculum also includes tests, pre-tests and post-tests to evaluate the effectiveness of training, as well as tests on each topic to evaluate the trainees during the training process.

The attachment to the training program includes:

Workbook for trainees (coaches/trainers) that contains:

- *practical tasks for individual work on each topic of the curriculum;*
- *“coach’s kitchen” with practical recommendations for future trainers on gender issues;*

- *indicative list of questions for discussion;*
- *case study examples;*
- *visual material on specific topics.*
- *homework examples;*

Set of training materials, including:

- *short/basic informational text;*
- *excerpts from documents for analysis;*
- *links to videos recommended for discussion during the lessons;*
- *tests to consolidate the material learned;*
- *list of recommended literature for self-study.*

It is recommended to adhere to the presented organizational framework regarding the duration and scope of the individual modules. A shorter duration is possible if participants already have a certain level of knowledge.

Thematic plan

Name of modules and thematic blocks	Contents	Recommended time
Module 0		
Introduction in the curriculum	<ul style="list-style-type: none"> ▪ Acquaintance with the audience. ▪ Information about the curriculum and basic approaches. ▪ Pre-tests. ▪ Gathering participants' expectations. ▪ Building relationships and agreeing on work rules. 	1 hour
Module 1. Basic concepts related to gender equality		
Thematic block 1.1. Basic concepts of gender and gender equality	1.1.1. The concept of gender <ul style="list-style-type: none"> ▪ Sex and gender. ▪ Gender identification and gender socialization. ▪ Gender sensitivity. 	1 hour
	1.1.2. Gender equality <ul style="list-style-type: none"> ▪ Gender balance, gender justice. ▪ Human rights, women's rights. The concept of discrimination. ▪ Purpose and significance of gender equality in the modern world. 	1 hour
Thematic block 1. 2. Gender stereotypes: types and consequences. Gender violence	1.2.1. Negative gender stereotypes and traditions. <ul style="list-style-type: none"> ▪ The concept of gender stereotypes. ▪ Most common gender stereotypes and their consequences ▪ Methods for eradicating gender stereotypes. 	1.5 hours
	1.2.2. Gender-based violence. <ul style="list-style-type: none"> ▪ Concept, forms and types of violence. ▪ Causes of gender-based violence (family-domestic violence) against women. ▪ Measures to raise awareness on protection against gender-based violence. ▪ The role of gender education in eradicating gender-based violence. 	1.5 hours

Total: 6 hours		
Module 2. International and national standards in the field of ensuring gender equality and protection from violence		
Thematic block 1. Key international standards for gender equality	2.1.1. International documents on gender equality <ul style="list-style-type: none"> ▪ UN Convention on the Elimination of All Forms of Discrimination against Women. ▪ Beijing Declaration and Platform for Action. ▪ Global Sustainable Development Goals. 	1 hour
	2.1.2. International obligations of Uzbekistan in the field of ensuring gender equality <ul style="list-style-type: none"> ▪ International obligations of Uzbekistan to develop gender education and promote gender-sensitive approaches in the education system. ▪ Monitoring the implementation of Uzbekistan's international obligations to promote gender equality. 	1 hour
Thematic block 2. National standards for ensuring gender equality and protecting women from violence	2.2.1. Gender legislation of Uzbekistan <ul style="list-style-type: none"> ▪ The Constitution of the Republic of Uzbekistan on the equality of women and men. ▪ The Laws of the Republic of Uzbekistan to promote gender equality and eliminate violence against women. ▪ The National strategy of Uzbekistan to achieve gender equality until 2030. ▪ Incorporating gender perspectives into national development concepts and strategies until 2030. ▪ National gender mechanism in Uzbekistan. ▪ The role of gender training in compliance with gender legislation. Review of measures taken in Uzbekistan to raise awareness on gender issues and gender training. 	2 hours
	1.2.2. Actions to combat the violence towards women <ul style="list-style-type: none"> ▪ International standards and national experience ▪ Law of the Republic of Uzbekistan "On the protection of women from violence and harassment" and the practice of its application. ▪ Law of the Republic of Uzbekistan "On amendments and additions to some legislative acts of the Republic of Uzbekistan in connection with further improvement of the system of reliable protection of the rights, freedoms and legitimate interests of women and children" 	2 hours
Total: 6 hours		
Module 3. Gender equality in education and employment		
Thematic block 3.1. Vocational education: gender aspects.	3.1.1. Right to education: gender aspects <ul style="list-style-type: none"> ▪ International and national standards on the right to education. ▪ National legislation on the right to education. 	1 hour
	3.1.2. Gender aspects in vocational education. <ul style="list-style-type: none"> ▪ Gender imbalance in the education system: causes and measures to overcome. ▪ Gender stereotypes in education. ▪ Gender-sensitive educational system and environment. ▪ Indicators/indicators for assessing the gender sensitivity of the learning environment and educational institution. 	1 hour

	3.1.3. Gender training and gender upbringing. <ul style="list-style-type: none"> ▪ Problems and best practices in gender education. ▪ Gender-sensitive curricula and teaching methods. Gender-sensitive educational materials. ▪ The role of mass culture, television, and the media in eradicating negative gender stereotypes. ▪ Awareness-raising enlightenment activities against negative gender stereotypes: types, methods, forms and main directions. 	1 hour
Thematic block 2. Gender equality in employment	3.2.1. Issues of gender equality in employment. <ul style="list-style-type: none"> ▪ International standards and national legislation. ▪ Women's entrepreneurship as one of the priority measures to ensure women's employment. ▪ Women in the digital economy. ▪ Protection from harassment in the workplace. ▪ Gender audit as the most important measure to ensure women's rights in the world of work. 	1 hour
	3.2.2. Gender equality in the textile industry, environmental policy, and the green economy. <ul style="list-style-type: none"> ▪ Gender aspects of environmental policy. ▪ Gender aspects of the "green" economy. ▪ Taking into account gender issues in training personnel for the textile industry and in ensuring employment in the textile industry. 	1 hour
Final part	Summary of the course. <ul style="list-style-type: none"> ▪ Findings and recommendations based on the results of the course; ▪ "Revision of expectations"; ▪ Post-tests. 	1 hour
Total:18 hours		

Forms and methods of training

Depending on the objectives of the curriculum topics, the trainer may use the following methods:

- Individual work.
- Group discussions on topics based on mass media materials, videos, questions presented after the lecture.
- Carrying out practical tasks in small groups.
- General discussion.
- Mini-lecture.
- "Brainstorm".
- Role-playing games.
- Case study
- Presentations.
- Questions and answers.

other interactive methods.

The coach should not limit himself to using just one method. Using a variety of techniques throughout the training will not only help keep participants attention, but also reflect a real-life situation that involves a mixture of behaviors.

The curriculum materials are presented in the form of a framework description of modules and additional information materials that can be used, among other things, for review lectures using presentations.

Description of the types of educational activities during the trainings conducted

Lecture

This is the way of presenting ideas, analyzing controversial issues, discussing ways to solve a problem, describing personal experiences or other information in order to promote participants' understanding of the problem/topic. Use lecture when you don't necessarily need to teach participants "how" to complete a task. This is a good way to provide "background" or additional information.

When a lecture is mostly effective:

- When information is presented concisely and the lecturer sticks to the plan.
- When everyone can clearly hear and see the lecturer.
- When the lecturer immediately presents an outline of the material.
- When participants are given time to take notes along the way.
- When the most important information is repeated.
- When audiovisual aids are used.
- When is there time for questions?
- When other teaching methods are combined during a lecture with the goal of greater interactivity (interaction) during the training process.

The following types of **lectures** can be used as part of the curriculum:

- **visualization lecture** is a type of educational lesson based on a systematic and consistent presentation of material on any problem or topic with the predominant use of visual methods of presenting information (slides, graphs, diagrams) during the lesson;
- **discussion lecture** is a type of educational lesson in which, during the presentation of material on any problem or topic, students are asked questions to determine their degree of preparedness for mastering the topic of lesson, and an exchange of opinions is organized on individual theoretical and practical problems discussed in the lecture.

There are many ways to diversify a lecture and increase the activity of students, including physical activity **exercises** (*energizers*), *breaking* the audience into groups, **assigned listening**, etc. The use of **visual aids** (diagrams, slides, short educational films, etc.) helps to overcome monotony and improve listener perception. In addition, it is useful to distribute **materials** with the main points of the lecture or with additional information to all participants at the end of the lecture.

Discussions

In the interactive training format, it is recommended to use the common and group discussion methods more often than lectures. It offers a two-way communication process that allows the coach to interact with the group and the group to interact with each other. Participants are also responsible for the learning process. Discussions provide deeper insight into concepts and issues, and are especially useful for clarifying values and solving problems.

Advantages of discussions.

- Review of what participants already know.
- Stimulus for thinking.
- The ability to change points of view, attitudes towards a problem, interests and values.
- Teaching subject analysis.
- Encouragement to express opposing points of view.
- Supporting interest in the subject.
- Participants remember important aspects of the material because they focus on them.

The correct organization of group discussion largely determines the final effect. It also depends on the skill of the coach and his experience in conducting training. Another important element of effectiveness is skillfully selected exercises that precede a discussion, as well as the general structure of the training course.

The coach must constantly monitor the content of the discussion so that the participants do not go off topic and do not discuss extraneous issues. Key questions formulated in preparation for the

training will help him to fulfill this task. It is important to remember that the main goal of the coach is not to bring the entire audience under a “common denominator”. Recording different positions and approaches on the issue under discussion is much more useful. It equips the participant during his practical work outside the training, where there are no clear-cut assessments and opinions.

The coach can start a discussion by writing the topic on the board or large piece of paper. The topic must be clearly stated. It is necessary to determine a timeframe for discussion and encourage participants to freely express ideas. If the coach himself is very interested in the subject of discussion, then they will be interested in it.

During the discussion, the coach should ask questions, start by defining the topic, and listen to all the answers. By doing this, the coach lets the participants know that he values their answers. Participants should be encouraged to speak out taking into account the comments of others.

Periodically stop the discussion to summarize the results at the most significant moments. Give participants the opportunity to speak. The coach should try not to answer his own questions. If one of the participants asks questions to the coach, he immediately addresses this question to the group, giving the participants time to think about the problem.

Often the discussion takes a sharp nature (when a stated problem concerns the life principles and personal experiences of the participants, in particular the gender issues and the problem of domestic violence), and the parties do not reach unanimity. But such a discussion can prompt a person to think: change or reconsider the attitudes. Among young people, these debates are more heated than those among adults, but they are also easier to change. To prevent the dispute from moving beyond the training, the coach needs to summarize the reasoning of all parties and discuss the similarities and differences of positions.

A discussion occurs when each participant expresses his opinion on a particular topic based on his knowledge and experience. This is an exchange of opinions. Young people go through these debates to think about, change or reconsider their attitudes.

Attention! Discussion is the queen of training.

It is used in one form or another in almost all methods and at all stages of training.

“Brainstorming”

A problem-solving method in which discussion participants generate the maximum number of ideas for solving a problem, including the most fantastic and stupid ones. Then, from the resulting options, the best solutions are selected that can be used in practice.

Proper brainstorming includes 3 stages:

Preliminary stage — formulation of the problem. At this stage, the task is clearly formulated.

Main stage — generation of ideas. At this stage, options for solving the problem are generated.

For maximum efficiency in the generation process, it is important to follow several rules:

- The main thing is the number of ideas. Don't make any restrictions.
- A complete ban on criticism and any evaluation of ideas, including positive ones, since evaluation distracts from the main task and disrupts the rhythm of work and the creative spirit.
- Unusual and even absurd ideas are desirable.
- Combine and improve any ideas.

Expert stage – grouping, selecting and evaluating ideas. At this stage, chaotic ideas are classified, analyzed and evaluated. This stage allows to highlight the most valuable ideas and give the final result of brainstorming. The quality of the expert stage directly depends on the rigor and uniformity of the criteria for selecting participants' ideas. Often this stage is skipped and participants simply choose the option they like or that is suitable for the subject of discussion.

Brainstorming is a good way to quickly engage all group members in freely expressing their thoughts on the issue at hand.

! You must be careful when writing down incoming offers and do not miss any of them. Because sometimes a human, having overcome shyness, expresses his thought and hopes that it will be taken into account during the discussion, but it turns out that it was not noticed. This may be enough for a person to withdraw into himself.

Role playing game

These are small scenes of an arbitrary nature, reflecting models of life situations. In a role-playing game, participants must play a role in a given situation. Moreover, they should not have a script or dialogue prepared in advance, only a situation. A role-playing game is never played the second time the same way as the first. Role-playing games are a very effective training method because:

- They are interesting.
- Assume interaction.
- Activate imagination.
- Require quick reactions and decision making.
- The risk of failure is minimum; in any case, failure is associated with an imaginary character, and not with a participant.
- They give a participant the opportunity to experience the feelings and emotions that he would experience in a real situation.

A method that involves a participant temporarily taking on the role of another person or himself, but in a different period of time. Having accepted a role, a person tries to feel, act and express himself like the character whose role he has taken on. The rest of the participants observe the role-players with specific intentions. This form of work is used for various purposes. It must be remembered that role-playing is used as a means of identifying various stereotypes. The use of role-playing games for the development of social competence is very useful. To increase efficiency, you can use video recording. Behavior can be checked using video recordings. If necessary, you can repeat the game scenes. It is very useful to compare the feelings of players and observers. The role of the coach during the discussion is to point out the typical, and not the individual psychological aspects of the situation being played out.

It is important to discuss either the game itself, or the roles, or emotions during the game, etc. after playing. Before the discussion, it is necessary to carry out a ritual of “de-roling”, that is, “removing the role” from the participant.

Rules for organizing and conducting a role-playing game

When the coach works with role-playing games, he should fulfill the following rules:

1. Clearly instruct the participants (describe the scenario of a situation, the characters, build the mise-en-scène). Participants are asked to develop a situation based on the information received, for example about the problem of violence.

Advice from the coach: you can change the character of personages, make adjustments to the course of the performance, for example, change the actors' places or roles.

2. Distribute the roles in such a way that each participant can change the line, try to play someone else's role, and change their attitude to the problem.
3. Make sure that a game situation or the behavior of the participants does not injure anyone. If this happens, the trainer must intervene, stop the process, and discuss with the participants their behavior strategy.

After the end of game, actors and spectators exchange impressions and opinions about the performance. Next comes a joint discussion and development of more effective strategies for behavior in such situations.

When playing, it is important not to overdo it, therefore:

- after the game, return the “actors” to reality, remind them that it was only a game, a training session;
- do not allow the same participant to play the same type of role several times, so that he does not remain that character in the eyes of other participants;
- set a time limit for the game, intervene and stop it if something goes wrong and could harm the participants.

Work in small groups

The method is one of the main methods used in group training. Psychologically, this method gives a feeling of greater comfort when solving previously unfamiliar issues due to a kind of “sharing of responsibility” for the results of group work.

Taciturn people feel more confident in small groups. Such group acts as a springboard for such people, facilitating subsequent participation in the general discussion. Another advantage of working in small groups is that here participants are less inclined to take a “conciliatory” position and, as a rule, work more actively. The coach can manage the effectiveness of small group work without participating in it. This is achieved by using various means – including the selection of group members when combining into groups, unobtrusive counseling when a “congestion” in the discussion occurs in a small group, assistance in presenting the results of work and the position of small group in the general discussion with the inclusion of entire audience.

Case study

Case study (analysis of particular situations) uses the knowledge and skills acquired at the previous stages of the training. The work requires a description of several real events or circumstances, most often representing personal or organizational problems, or both at the same time. Typically, these descriptions are limited in **timeframe** (narration is in the past tense), have a **narrative structure** (explanations of such details as the type of organization, location, technical details, etc. are included) and a **known result** (only to the trainer).

The description of the problem is interrupted at the culmination point (before the denouement, the description of the actual result), in order to give participants the opportunity to independently identify the causes of the problem, propose ways to solve it, and make a forecast for the development of events.

Thus, this method enables participants through personal analysis, joint discussion, defining problems, identifying alternatives, setting goals and developing criteria, choosing a course of action, identifying possible consequences, to develop skills in design, planning and analysis. In addition, a case study can facilitate discussion of problems that the group denies exist in its society or environment.

Experimental games and exercises

A special feature of the training is the use of psychological games. These games are needed for relaxation, redirection of attention, entertainment, creation of comfort and atmosphere. In addition, games are a tool for changing the “I” and managing the group process. What psychological games can be used in preventive training?

These are:

- acquaintance games;
- group-building games;
- exercises – warm-ups;
- breakdown games;
- communication games;
- rituals for completing group work.

Attention of coach!

At the beginning of your “coaching life,” you should not conduct exercises and games that can greatly affect the personality of the participants or lead to psychological states from which the coach will not be able to get them out of. The commandment of a trainer, like a doctor, is DO NO HARM!

Choice of methods

When choosing methods, it is important to consider a number of points: the correct choice, instructing the groups before implementation, the setting and discussion of the results.

Questions to answer when choosing a method:

1. Rate the complexity of information you want to offer or the skills you want to teach?
2. Will the audience resist the proposed method?
3. Is active audience participation important?

4. If I use this method, will I have enough variety of methods during class?
5. Do I feel confident using this method?
6. How much additional work will be required from me?
7. Will it be better if I combine this method with another?
8. Will there be enough time to use this method?
9. Do I need special equipment to use this method?
10. Is it possible to organize the space accordingly?

When choosing one exercise or another, the coach is guided by the following:

1. What should happen as a result of this exercise:
 - the state of the group as a whole will change;
 - the state of each group member individually will change;
 - the condition of one or two or three participants will change to a greater extent;
 - material will be obtained to move forward in a meaningful way.
2. At what stage is the group: the more united it is, the freer and more at ease its participants feel, the riskier the exercises can be. These primarily include those that involve physical contact between group members during the exercise, as well as exercises that are performed with eyes closed.
3. Untimely use of such exercises leads to **increased** tension and discomfort in the group.
4. Group composition: socio-demographic characteristics (**gender, age, culture, religion**, etc.), as well as physical characteristics.
5. Time of day: at the beginning of the day, it is advisable to carry out exercises that allow you to disconnect from worries and problems that are not related to the **training**, to engage in the “here and now” situation, to **feel** that it is sometimes necessary to mobilize attention and **intellect**. In the afternoon, you should carry out exercises that help relieve fatigue and create conditions for emotional release. It is also useful to do exercises like this after intense discussions that are difficult for all or some group members.

During the educational process, it is recommended to use handouts:

- texts or excerpts from legal and regulatory acts;
- diagrams and tables;
- videos;
- electronic publications on the subject.

For each topic in the curriculum, the training kit contains:

- information materials along with presentations (slides);
- questions for discussion and reinforcement;
- assignments for group work;
- individual assignments and homework;
- cases to solve;
- discussion videos;
- tests and questions to monitor the assimilation of acquired knowledge and skills.

Evaluation criteria

To demonstrate that the required skills have been acquired, participants must demonstrate:

- The ability to develop, based on a framework and standard curriculum, the own training of your choice in accordance with the needs of the participants;
- Ability to conduct training sessions in accordance with the principles of group dynamics, adult learning psychology, etc.

The presence of these skills can be assessed based on students’ performance of practical tasks and oral presentations.

Independent work

Independent work has the following goals:

consolidation and improvement of theoretical knowledge acquired during the training;

- developing skills in preparing the text component of educational information for placement in various information systems;

- improving skills in searching for scientific publications and educational resources posted on the Internet;
- self-control of mastering program material.

When working independently, students are recommended to use:

- literature from the list of basic and additional;
- educational literature necessary for mastering the module;
- texts of information materials on electronic media;
- resources of the information and telecommunications network "Internet" necessary for mastering the curriculum;
- guidelines.

Description of the material and technical base necessary for implementation of the educational process

Requirements for the premises in which the lessons will take place are based on the principles of adult learning.

Classes can also be conducted with the classic arrangement of tables in the classroom. It is important to have a free space of approximately 3x3 for group games.

Arrangement of the tables around the perimeter or grouping them into separate islands creates a more relaxed atmosphere and helps direct participants' attention to the context of interpersonal interactions during class and to each other. Participants should feel at ease in the room and have enough space to work in small groups and complete exercises.

From the point of view of didactic tools, the presence of a demonstration board and flip chart is mandatory; markers and felt-tip pens, a computer with a video projector, especially taking into account the generally accepted requirements for literacy in the field of information and communication technologies. In the case of working online, it is necessary for both trainers and participants to have computers and microphones, since working using a phone (even if it supports the necessary applications) will be difficult.

To enhance learning effectiveness and attract and retain participants, it is necessary to provide a motivating and engaging learning environment. This includes "tangible" factors such as the condition of facilities and equipment, heating/cooling, lighting, etc., "intangible" factors such as accessible, friendly and helpful staff, and the online learning facilities available¹¹.

Means of adapting the training to the needs of trainees with disabilities and limited health capabilities






If necessary, the following methods and technologies are used in the learning process to facilitate the perception of information by trainees with disabilities and limited health capabilities:

- creating content that can be presented in various forms without losing data or structure, provide the ability to scale text and images without losing quality, provide for the availability of content management from the keyboard;
- creating opportunities for students to perceive the same information from different sources – for example, so that people with hearing impairments receive information visually, and those with visual impairments – auditorily;
- the use of remote learning technologies to transmit information, organize various forms of interactive contact work for a student by coach/teacher, including webinars, which can be used to conduct virtual events with the possibility of interaction between all participants in distance learning, conducting trainings, making reports and defending completed work, organizing teamwork;
- the use of distance learning technologies to organize forms.

¹¹ Curriculum interculturALE – Intercultural-didactic additional qualification for integration of work with refugees. Developed by DVV International, the Institute for International Cooperation of the German Association for Adult Education in cooperation with international experts. <https://www.dvv-international.de/en/ale-toolbox/teaching-and-training/curriculum-interculturale/download-center-curriculum-interculturale>

PART 2. DESCRIPTION OF TRAINING PROGRAM MODULES

Module 0. Induction lesson

	Goal:	<ul style="list-style-type: none"> ▪ Introduce the participants to each other, promote the rapprochement of the participants to relieve tension in the group and create a favorable working atmosphere. ▪ Give each participant the opportunity to formulate their needs, expectations and at the same time realize them. ▪ Discuss the training program to determine participants' expectations. ▪ Develop rules for effective work during training.
	Total time:	1 hour
	Main objectives:	<ul style="list-style-type: none"> ▪ Completing the pre-test. ▪ Greetings. ▪ Presentation of training objectives. ▪ Acquaintance. ▪ Collection of expectations. ▪ Principles and rules.
	Methods:	<ul style="list-style-type: none"> ▪ Getting to know each other “Self-presentation” exercise. ▪ Presentation. ▪ Individual work. ▪ General discussion.
	Necessary materials:	Flipchart, colored markers, notebooks, pens, A4 paper, cards, flip poster with rules for working at the training.

Format

This module is important for the proper organization of work, so that each participant clearly understands the goals of the program, its capabilities and compares this with their expectations and experience. This module designates work formats, class schedules, and sets the rules by which the group will work.

To conduct the introductory module, it is necessary:

- Prepare a room with the necessary equipment;
- Develop enquiry forms (for example, expectations from the program, feedback sheets, etc.), handouts;
- It is advisable to create a chat for participants in any convenient messenger, so that in case of failures or technical problems related to the Internet, they can inform the organizers about it;
- If possible, provide support in the form of an assistant, since the coach should not be distracted during the module and stop the process.

Content

The introductory module includes the following content:

- Basic information about the curriculum. The purpose of the curriculum and its importance for the vocational education system.
- Training objectives and acquired competencies.
- General introduction to individual modules.
- Structure of training.
- Training formats.
- Provided training activities and methods.
- Methods and channels of communication.
- Schedule.
- The place where the lessons will take place.
- Information about the training organizer.
- Personal information about trainers: professional education and experience in the field of gender.

- Contact details of the organizer and coaches.
- Acquaintance to each other. Personal information about the participants: professional education and work experience.
- Information about participants' expectations. Gathering participants' expectations.
- Follow-up events: Considering the expectations and needs to adapt training to the local context.

Adaptation may include:

- The selection of subject matter for thematic modules can be tailored to the given participants, focusing on the needs expressed by the participants. For example, exercises, discussions and cases can be tailored to the participants' expectations.
- Expectations formulated by participants can be used to identify topics for study.

The coach begins the training by welcoming the participants and introducing them. There are many methods of organizing the work to introduce participants to each other.¹²

To shift the paradigm, already at the beginning of the training to the gender context, you can ask the participants with the question “what does it mean to me to be a man/woman.”

Development of rules. Rules are the laws of the group by which it lives during the entire training.

The rules are accepted by the whole group together with the coach at the very beginning of work. They are needed to create an environment where each participant:

- can speak openly and express his feelings and views;
- is not afraid to become an object of ridicule and criticism;
- is confident that everything personal that was discussed in class would not go beyond the group;
- receives information himself and did not interfere with others receiving it.




You can prepare the rules in advance either on the flip chart or on cards with various images and offer them to the participants. This is important in training on the formation of new models of behavior and attitudes, and training on gender issues is such.

After presenting the rules, invite participants to think about them. If they do not cause internal protest in the group, propose to accept all the rules. During a three-day training, this stage can be carried out differently: give the participants time and the opportunity to develop the rules by which they will work, and be sure to record them on a flipchart sheet. This sheet is posted in a prominent place and remains there throughout the training. The process of adopting group rules must necessarily be collective. If one of the group members does not agree with a particular rule, this rule is not accepted, but is replaced by an alternative one.

It must be remembered that the rules should help, and not hinder, the training! Don't come up with too many rules. All the adopted rules must be easy to implement. This is a guarantee that they will work.



All practical tasks on the topics of this module are presented in the Appendix 2 “Workbook of participant”.


Module 1. Basic concepts related to gender equality

	Goal:	Gain an understanding and mastery of basic concepts related to gender equality to understand the importance of gender-sensitive approaches in the education system.
	Total time:	6 hours
	Key questions to discuss:	<ul style="list-style-type: none"> – Why are we differing, men and women? What is “gender”? How is gender different from sex? How to explain the difference between the concepts of sex and gender? – What are gender roles, gender identification and gender

¹² <https://trainingtechnology.ru/igry-i-uprazhneniya-dlya-treningov/tradicii-uprazhneniya-na-znakomstvo-v-treninge/>

Also, examples of familiarization methods are given in the Training Program Participant's Workbook.

		<p>socialization? Why do you need to know this?</p> <ul style="list-style-type: none"> – Why is gender sensitivity needed? – What is gender equality? What is it for? – What is gender discrimination? What are the consequences of such discrimination? – What are the causes of gender discrimination? – What are the goals and significance of gender equality in the modern world? – What are gender stereotypes? How do they differ from the traditions and national values? What are the causes and consequences of negative gender stereotypes? – How to explain the importance of eradicating negative gender stereotypes? And how to eradicate such stereotypes? – The concept of form (family-domestic, sexualized, harmful practices and patriarchal views) and types of gender-based violence (psychological, physical, sexual, economic). – Signs and causes of gender-based violence against women. How is gender-based violence different from family and other conflicts? – What types of gender-based violence can exist in educational institutions and how to combat it? – Measures to combat violence against women: international standards and national experience. – What is the role of gender education in ending oppression, stalking and violence?
	<p>Competencies based on the results of module 1</p>	<p>Participants:</p> <ul style="list-style-type: none"> – Understand the difference between the concepts of “sex” and “gender”. – Are familiar with the content of the concepts “gender”, “gender roles”, “gender socialization”, “gender identification”, “gender equality”, “sex-based discrimination”, “gender stereotypes”, “gender-based violence”, etc. – Are informed about the origins and prerequisites for the development of gender legislation, they understand its significance. – distinguish negative gender stereotypes from traditions and national values, and are aware of the consequences of negative gender stereotypes. – Analyze the negative gender stereotypes existing in the society and their negative consequences; – Able to explain the consequences of negative gender stereotypes and develop strategies to eliminate them. – Understand the importance of gender-sensitive approaches in the vocational education system, taking into account gender aspects in the development of training programs, and conducting training sessions. – Able to distinguish family conflict from gender-based violence. – Know the characteristics of oppression and violence.
	<p>Methods:</p>	<ul style="list-style-type: none"> – Sociometry "Scaling" – Exercise “What makes us different” – "Brainstorm" – General discussion – Exercise “First memories of realizing oneself as a girl or boy.” – Exercise “Get a star” – Presentation

		– Social videos.
	Necessary material:	Flipchart, colored markers, flip posters, colored stickers, projector.

Thematic blocks:

Module 1 includes the following thematic blocks:

- 1.1. Basic concepts of gender and gender equality.
- 1.2. Gender stereotypes: types and consequences. Gender violence

Each thematic block covers specific topics (see table below).

Thematic block 1.1. Basic concepts of gender and gender equality	1.1.1. Concept of gender. – 1 hour <ul style="list-style-type: none"> ▪ Sex and gender. ▪ Gender identification and gender socialization. ▪ Gender sensitivity. 1.1.2. Gender equality. – 1 hour <ul style="list-style-type: none"> ▪ Gender balance, gender justice. ▪ Human rights, women's rights. The concept of discrimination. ▪ The purpose and significance of gender equality in the modern world.
Thematic block 1.2. Gender stereotypes: types and consequences. Gender-based violence	1.2.1. Negative gender stereotypes and traditions. - 1,5 hour <ul style="list-style-type: none"> ▪ The concept of gender stereotypes. ▪ The most popular gender stereotypes and their consequences ▪ Methods for eradicating gender stereotypes. 1.2.2. Gender violence. - 1,5 hour. <ul style="list-style-type: none"> ▪ Concept, forms and types of violence. ▪ Causes of gender-based violence (family domestic violence) against women ▪ Measures to raise awareness on protection against gender-based violence. ▪ The role of gender education in eradicating gender-based violence.

Interconnection with other modules.

This module creates the basis for a correct understanding of subsequent modules and the correct interpretation of laws and gender policies.

Educational format

Working with this module requires methodological diversity. Using methods starting with “brainstorming”, a mini-quiz, you can continue with a short presentation of the main conclusions on games and exercises that help you understand the difference between the concepts of “sex” and “gender” in Power Point format, the use of videos (“Meni Ham Eshiting”, “Women’s Happiness” – a video on gender stereotypes leading to violence, etc.), as well as based on examples using cases.

The session begins with a brainstorming session where participants can present their understanding of gender or the difference between sex and gender.

Then conduct the mini-quiz “Sex or Gender”.

Next, it is advisable to give basic information in the format of a mini-lecture, which is very convenient for use, especially in a large audience, where active participation of the entire group is difficult.

After the mini-lecture, you can consolidate the acquired theoretical knowledge through group discussions and quick enquiries with elements of gamification.

Some practical tasks can be completed in small groups.





When completing any module, it is very important to have a final discussion to summarize and summarize the findings, reinforcing what has been learned.



All practical tasks on the topics of the first module are presented in Appendix 2 “Workbook” of the participant, and brief basic information texts of mini-lectures and presentations, indicating sources, are presented in Appendix 1 “Additional materials for training”.

Recommended literature

1. Gender equality. [El.resource] URL: <https://www.un.org/ru/global-issues/gender-equality>
2. Gender stereotypes/stereotype formation and women's rights [El.resource]. URL: https://www.ohchr.org/sites/default/files/Gender_stereotyping_ru.pdf

Module 2. International and national standards in the field of gender equality and protection from violence

	Goal:	Achieve knowledge and understanding of international standards, national legislation and main gender policies related to ensuring gender equality
	Total time:	6 hours
	Key questions to discuss:	<ul style="list-style-type: none"> - Key international documents regarding gender equality. - The 1979 UN Convention on the Elimination of All Forms of Discrimination against Women, to which Uzbekistan is a party. - The Beijing Declaration and Platform for Action 1995, to which Uzbekistan is a party - The Global Sustainable Development Goals until 2030 and the importance of gender equality in achieving them. - International obligations of Uzbekistan in the field of ensuring gender equality. - Constitutional provisions on equality of women and men. - The Uzbekistan law “On guarantees of equal rights and equal opportunities for men and women.” - The Law “On the Protection of Women from Harassment and Violence.” - The National Strategy of Uzbekistan to achieve gender equality until 2030. - National gender mechanism in Uzbekistan: features and development prospects. - Practice of application of gender legislation: problems and trends. - The role of the vocational education system in complying with gender legislation and promoting gender equality. - International commitments to develop gender education. - The actions taken in Uzbekistan to raise awareness on gender equality issues.
	Competencies based on the results of module 2	<p>Participants:</p> <ul style="list-style-type: none"> - are able to understand and interpret key international standards on gender equality, such as the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) and other international agreements. - are aware of the international obligations of Uzbekistan in the field of ensuring gender equality, including obligations to develop gender education and introduce gender approaches into the education system;

		<ul style="list-style-type: none"> – have information about national legislation and policies related to gender equality; – have information about the main trends in the development of gender policy in Uzbekistan; – are able to analyze situations using the norms of gender legislation; – have information about the mechanisms for implementing gender legislation and the practice of applying gender legislation.
	Methods:	Sociometry “Coordinate system” "Brainstorm" General discussion Presentation Test Homework
	Necessary material:	Flipchart, colored markers, flip posters, colored stickers, projector.

Thematic blocks:

Module 2 includes the following thematic blocks:

- 2.1. Key international standards for gender equality
- 2.2. National standards in the field of ensuring gender equality and protecting women from violence.

Each thematic block covers specific topics (see table below).

Thematic block 2.1. Basic international standards for ensuring gender equality	2.1.1. International documents on gender equality – 1 hour <ul style="list-style-type: none"> ▪ UN Convention on the Elimination of All Forms of Discrimination against Women ▪ Beijing Declaration and Platform for Action ▪ Global Sustainable Development Goals. 2.1.2. International obligations of Uzbekistan in the field of ensuring gender equality – 1 hour <ul style="list-style-type: none"> ▪ International obligations of Uzbekistan to develop gender education and promote gender-sensitive approaches in the education system. ▪ Monitoring the implementation of Uzbekistan’s international obligations to promote gender equality.
Thematic block 2.2. National standards for ensuring gender equality and protecting women from violence	2.2.1. Gender legislation of Uzbekistan 2 hours <ul style="list-style-type: none"> ▪ The Constitution of the Republic of Uzbekistan on the equality of women and men. ▪ The Laws of the Republic of Uzbekistan to promote gender equality and eliminate violence against women. The National Strategy of Uzbekistan to achieve gender equality until 2030. ▪ Incorporating gender aspects into the national development concepts and strategies until 2030. ▪ National gender mechanism in Uzbekistan ▪ The role of gender training in compliance with gender legislation. Overview of measures taken in Uzbekistan to raise awareness on gender issues and gender training. 2.2.2. Measures to combat violence against women. 2 hours <ul style="list-style-type: none"> ▪ International standards and national experience ▪ The Law of the Republic of Uzbekistan “On the protection of women from violence and harassment” and the practice of its application. ▪ The Law of the Republic of Uzbekistan “On amendments and additions to

some legislative acts of the Republic of Uzbekistan in connection with further improvement of the system of reliable protection of the rights, freedoms and legitimate interests of women and children”

Interconnection with other modules

The Module 2 is thematically related to the Module 1, as it is based on an understanding of the connection between gender and human rights and gives an idea of the legislation norms in Uzbekistan and the practice of its application.

Educational format

Before moving on to studying the second module, it is recommended to conduct an enquiry on the topics of the first module: remember the main terms that were met in the Module 1 and their meaning. The “Ball” technique (question-answer) is used for the survey.




After repeating the topics in the module 1, conduct the sociometric method “Coordinate System” to determine the level of readiness of the participants to work on the following topics (description of the method in the participant’s “Workbook”).




As part of the Module 2, it is recommended to use group discussions for **document analysis and case study** in order to use specific examples, documents, and situations to understand how legal norms work in practice.

The discussion of incidents or tasks that represent any situation has practical significance. The incident can be invented or taken from real practice. This could be an example of gender discrimination or gender-based violence. As a rule, the most common cases are taken and should be discussed from the point of view of gender legislation.

All the practical tasks on the topics of the second module, cases and incidents are presented in the Appendix 2 “Workbook” of participant, and short basic information texts of mini-lectures and presentations, indicating sources, are presented in the Appendix 1 “Additional materials for training”.

Module 3: Gender equality in education and employment

	Goal:	Achieve understanding of gender aspects in certain areas and develop practical skills in gender analysis using the example of certain areas - education and employment.
	Total time:	6 hours
	Key questions to discuss:	<ul style="list-style-type: none"> - International standards on the right to education: gender aspects. - National legislation on the right to education: gender aspects. - Gender-sensitive system of vocational education. - Gender-sensitive training programs and teaching materials. - Development of gender strategies for educational institutions. - Development of gender indicators to assess the gender sensitivity of educational institutions. - Gender equality in labor and employment: international standards and national legislation. - Women's entrepreneurship as one of the priority measures to ensure women's employment. - Women in the digital economy. - Protection from harassment at work. - Gender audit as the most important measure to ensure women's rights in the world of work. - Gender aspects of environmental policy - Gender aspects of the “green” economy. - Addressing the gender issues in personnel training for the textile industry and in ensuring employment in the textile industry - What is the role of the vocational education system in eradicating negative gender stereotypes?

		<ul style="list-style-type: none"> – What gender stereotypes exist related to the field of education? – What is the role of popular culture, media and television in eradicating negative gender stereotypes? – How to organize an effective gender education system? How to develop concepts and strategies for gender education?
	Competencies based on the results of module 3	<p>Participants:</p> <ul style="list-style-type: none"> – understand the importance of gender equality in education, labor and employment; – are able to conduct gender analysis of life situations; – use case study methods, gender analysis of media news, and videos to promote gender equality and create gender-sensitive environments in their educational institutions.
	Methods:	<ul style="list-style-type: none"> – "Brainstorm" – General discussion – Presentation – Small group discussions – Case study – Exercise "City of Masters"
	Necessary material:	Flipchart, colored markers, flip posters, colored stickers, projector.

Thematic blocks:

Module 3 includes the following thematic blocks:

3.1. Thematic block. Vocational education: gender aspects.

3.2. Thematic block. Gender equality in employment

Each thematic block covers specific topics (see table below).

<p>Thematic block 3.1. Vocational education: gender aspects.</p>	<p>3.1.1. Right to education: gender aspects 1 hour</p> <ul style="list-style-type: none"> ▪ International and national standards on the right to education. ▪ National legislation on the right to education. <p>3.1.2. Gender aspects in vocational education. 1 hour</p> <ul style="list-style-type: none"> ▪ Gender imbalance in the education system: causes and actions to overcome. ▪ Gender stereotypes in education. ▪ Gender-sensitive educational system and environment. ▪ Indicators/indicators for assessing the gender sensitivity of the training environment and educational institution. <p>3.1.3. Gender training and gender education. 1 hour</p> <ul style="list-style-type: none"> ▪ Problems and best practices in gender education. ▪ Gender-sensitive curricula and teaching methods. Gender-sensitive educational materials. ▪ The role of mass culture, television, and the media in eradicating negative gender stereotypes. ▪ Awareness-raising activities against negative gender stereotypes: types, methods, forms and main directions.
<p>Thematic block 3.2. Gender equality in employment and textiles</p>	<p>3.2.1. Issues of gender equality in employment. 1 hour</p> <ul style="list-style-type: none"> ▪ International standards and national legislation. ▪ Women's entrepreneurship as one of the priority measures to ensure women's employment. ▪ Women in the digital economy.

- Protection from harassment in the workplace.
- Gender audit as the most important measure to ensure women's rights in the world of work.

3.2.2. Gender equality in the textile industry, environmental policy, and the green economy. 1 hour

- Gender aspects of environmental policy.
- Gender aspects of the “green” economy.
- Taking into account gender issues in training personnel for the textile industry and in ensuring employment in the textile industry.

Interconnection with other modules.

If the first module provides knowledge about basic concepts, and the second module is aimed at increasing awareness of gender policy in general and gender legislation, the third module provides practical knowledge on the application of gender legislation to protect against gender discrimination and violence, and conducting gender analysis. All modules are logically connected and the knowledge gained is important not only in the professional sphere, but can also be useful for personal growth.

Note: *On the last topic, this curriculum provides an example of addressing the gender aspects in the textile industry. Taking into account the specifics and direction of training, you can take other areas as examples.*

Educational format

Before moving on to studying the third module, it is recommended to conduct a survey on the topics of the second module: recall the main conclusions from Module 2. For the survey, the “town of all trades” technique (question and answer) is used.

Module 3 recommends focusing more on small group discussions and practice activities.

Within the framework of this module, it is recommended to use case study to better understand the practice of applying gender legislation in the field of education using specific examples.

It is also recommended to actively use media materials devoted to issues of gender equality to develop skills in conducting gender analysis of everyday events.

It is also advisable to conduct **discussions based on social videos on gender issues**. Currently, social videos on gender topics are available on many social networks. Discussions based on media news or videos help explain that gender equality issues affect everyone, regardless of gender.

All the practical tasks on the topics of the third module are presented in the Appendix 2 “Workbook” of participant, and short basic information texts of mini-lectures and presentations, indicating sources, are presented in the Appendix 1 “Additional materials for training”.

Final part of the training program

Summary of the course. 1 hour

- Findings and recommendations based on the course results.
- Post-tests.

Methods of completion of training:

- "Revision of expectations."
- Sociometry "Coordinate system".
- Answers on questions.
- Individual work on filling out the test.

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“Gender-sensitive Approaches in Vocational Education”

Modular Training Program
for Specialists in the Textile Industry
of the Republic of Uzbekistan

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