## Module 05 Training

**Gender Perspective a Face-to-Face Training**

## MAN4572 Instructional Design, Training & Development, and Learning- Online

## Plus - 2018 Winter Quarter

**Introduction**

The main issue in the society today is about development. Several development actors, including, government departments, international organizations, and nongovernmental organizations are involved in development planning. They are currently concerned about how to incorporate the gender perspective in their development policies, programs, and plans. It has proven a daunting task in the practical incorporation of the gender perspective in their work. This course will bequeath to you the ability to analyze development in the context of gender equality and enable you to effectively contextualize development plans and humanitarian programs from a gender perspective.

**1-Objectives of the Course**

By the end of the training sessions the participants will:

* Be knowledgeable about the relationship that exists between development and gender.
* Have the ability to integrate gender into development planning and programs
* Be enriched on strategies to build awareness on gender issues in development
* Be able to contextualize gender issues into the framework of development

**2-Main content areas**

* Analyzing the popular understanding of gender
* Dissecting the term development
* Historical policy on gender in development issues
* Human rights development and gender
* Poverty levels
* Education of the boy and girl child
* Environmental issues
* Gender-based violence
* State of health

**3-Engaging Activities**

**Day 1:**

* Meet and greet with your trainer
* Review of material learned during the Interactive Online Training Program
* Verification of participant certificates

**Day 2:**

* Discussion of the training process
* Setting up the work training station
* Start the training session with course objectives

**Day 3:**

* Reflection of previous day
* Continue training on objectives
* Cover core content areas
* Discussion on life experiences on gender issues and development

**Day 4:**

* Wrap up on the discussions on gender and development
* Interactive forum between the trainers and trainees
* Question and answer session on core content areas
* Formulation of the way forward on gender perspective
* Class review

**Assessment**

1. What does the term development mean?
2. What are the key indicators of development in any society?
3. State the difference between economic growth and development?
4. Which are the factors that contribute to gender inequality, especially in developing countries?
5. Analyze the role of NGOs, IOs, and government in promoting gender equity?
6. Which core contents areas would you like to be covered more in subsequent training sessions and why?
7. What are the pros and cons of face-to- face training compared to online training according to your experience?

**Conclusion**

From our face to face deliberations, you have learned that growth in the national GDP does not reflect the actual development (Landis & Brislin, 2013, P.18) The development process is achieved when the indicators of development like health, level of education, housing and access to clean water have improved. Gender equality is part of development, because every human being has a right to be involved in decision making and contribute to development in their societies (Klasen & Schüler, 2011, p.36) At the end of this course you have been able to separate facts from perceptions because we have used actual data and figures to demonstrate the relationship between gender and development. We have become more enlightened and each of us, in a small way can contribute effort towards gender parity and development. Policies and plans should focus on all people irrespective of gender. Development of all leads to happy outcomes for the entire society.

**Facilitators Guide**

**Objectives**

1. Illustrate the relationship between gender and development
2. Hint the students on rising issues regarding gender matters
3. Analyze professional documents in regards to the subject.
4. Describe the currents reforms to handle the agenda

**Content**

1. The facilitator will provide a basis for the analysis of gender
2. Will assist the students in getting the relevant case studies emanating from the issues
3. Will ask the students to identify ways by which the gender issue has been addressed in the past.
4. Will ask the students to give ways in which the gender balance can be elevated in the society

**Activities**

**Day 1**

1. The facilitator meets the students
2. Previous lesson questions are asked
3. The formal verification ensues and the objectives clarified

**Day 2**

1. The facilitator assists the students in getting work materials
2. The facilitator supports them in the setting up of the workstations
3. The aims and the goals of the study are clarified

**Day 3**

1. Asks questions regarding the previous day
2. Explains the real-life limitations of gender imbalance
3. Analyze the magazine contents about the issues
4. Help students identify cases of gender imbalance in the real-life situation

**Day 4**

1. Test the students on what they had learned regarding the issue
2. Ask the general discussion questions to students regarding their perception on the matter
3. Assist the students in reviewing the topic

**Assessment**

1. The students are arranged into groups of three and asked questions randomly.
2. Afterward, they are they are asked single-toned questions which they are to answer on a piece of paper.
3. To be considered to have surpassed the topic they are expected to have passed by 80% to 80% of the students

**References**

Landis, D., & Brislin, R. W. (Eds.). (2013). *Handbook of intercultural training: Issues in training methodology* (Vol. 116). Elsevier.

Klasen, S., & Schüler, D. (2011). Reforming the gender-related development index and the

gender empowerment measure: Implementing some specific proposals. *Feminist*

*Economics*, *17*(1), 1-30.